DOCUMENT RESUME

ED 050 463 EA 003 481

AUTHOR Hughes, Larry W.
TITLE Organizational Climate: Another Dimension to the Process of Innovation.
PUB DATE 19 Apr 71
NOTE 38p.; Speech delivered to National Association of Elementary School Principals Annual Meeting. (Cleveland, Ohio, April 17-22, 1971)

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS *Administration, Administrative Organization, Administrative Personnel, *Administrator Characteristics, Change Agents, Educational Change, *Educational Research, Hypothesis Testing, *Innovation, Objectives, Organization, Organizational Change, *Organizational Climate, Principals, Speeches

ABSTRACT

The objective of this research was to determine the relationships between organizational climate and innovativeness. Investigators used the Organizational Climate Descriptive Questionnaire to determine the organizational climate for 24 Ohio school districts. An open climate is defined as one in which there is attention to both task achievement and social needs, whereas in a closed climate members receive little satisfaction from either. Findings indicate that innovative districts foster the open climate whereas noninnovative districts are characterized by the closed. Implications for the role of the principal as a change agent are also given. (RA)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Dr. Larry W. Hughes, (Professor, University of Tennessee),
delivered to the National Association of Elementary School Principals' Annual Convention, April 19, 1971.

ED050463

ORGANIZATIONAL CLIMATE:
ANOTHER DIMENSION TO THE PROCESS OF INNOVATION

(OVERLAY -- POGO)

THIS IS REALLY A TWO PART PRESENTATION THIS AFTERNOON -- TWO RELATED PARTS, TO BE SURE, BUT INDEPENDENT OF EACH OTHER TOO. FIRST, I WANT TO EXPLORE THE CONCEPT OF ORGANIZATIONAL CLIMATE IN GENERAL, FROM THE POINT OF VIEW OF, AND RESEARCH CONDUCTED BY, DON CROFT AND ANDREW HALPIN. THEIR POINT OF VIEW ABOUT WHAT ORGANIZATIONAL CLIMATE IS, IS NOT DISSIMILAR FROM OTHERS WHO HAVE INVESTIGATED IT; THEIR INSTRUMENT FOR MEASURING IT IS SOMEWHAT DIFFERENT FROM OTHER INSTRUMENTS. I WILL LOOK AT BOTH THE CONCEPT AND THE INSTRUMENT.

SECOND, WE'LL TAKE A LOOK AT A PIECE OF RESEARCH WHICH I CONDUCTED -- IN OHIO, INCIDENTALLY -- WHICH EXAMINED ORGANIZATIONAL CLIMATE, THROUGH THE LENSE PROVIDED BY HALPIN AND CROFT; AS DIMENSIONS OF THAT ORGANIZATIONAL CLIMATE MIGHT RELATE TO INNOVATIVENESS OR LACK OF IT IN SELECTED SCHOOL DISTRICTS.

EA 003 481

THE MULTIFUNCTIONAL ORGANIZATION

ORGANIZATIONAL CLIMATE IS AN INTERESTING TERM IN AND OF ITSELF. MOST THEORETICAL MODELS SUPPORT THE VIEW OF THE ORGANIZATION AS MULTI-FUNCTIONAL. IN ORDER TO BE EFFECTIVE, THAT IS, IN ORDER TO ACHIEVE THE GOALS OF THE ORGANIZATION, ORGANIZATIONS DEVOTE A PART OF THEIR RESOURCES TO OTHER FUNCTIONS SUCH AS THE CREATION OF FURTHER MEANS TO THE GOAL, THE MAINTENANCE OF THE UNITS PERFORMING THE GOAL ACTIVITIES, AND THE SOCIAL INTEGRATION OF THESE UNITS.

FOR EXAMPLE, THE PUBLIC SCHOOL ORGANIZATION SECURES THE SUPPORT OF THE COMMUNITY BY STATING ACADEMIC ACHIEVEMENT AS A MAJOR GOAL. THIS IS AN END TO WHICH PART OF ITS RESOURCES ARE DEVOTED. BUT, SOME RESOURCES MUST ALSO BE DEVOTED TO THE PERSONAL NEEDS SATISFACTION OF THE ORGANIZATIONAL MEMBERS WHICH ARE NOT DIRECTLY RELATED AND INDEED MAY BE ANTAGONISTIC, TO ACHIEVING THE STATED GOALS OF THE ORGANIZATION.

ETZIONE[1] ARGUES PERSUASIVELY FROM THIS PERSPECTIVE IN DETERMINING THE EFFECTIVENESS OF AN ORGANIZATION. HE MAINTAINS THAT A PROPER GOAL MODEL FOR DETERMINING ORGANIZATIONAL EFFECTIVENESS WOULD SHOW THAT THE ORGANIZATION HAS DIFFERENT GOALS FROM THE ONES IT CLAIMS TO HAVE, PARTICULARLY FROM ITS PUBLICLY STATED GOALS. THE PUBLIC GOALS ARE INTENDED TO ENLIST THE SUPPORT OF THE PUBLIC TO THE ORGANIZATION; SUPPORT WHICH IN ALL PROBABILITY WOULD NOT BE FORTHCOMING FOR ITS PRIVATE GOALS. HOWEVER, THE PRIVATE GOALS -- ORGANIZATIONAL MAINTENANCE, SERVICE AND CUSTODIAL FUNCTIONS -- ARE AS ESSENTIAL TO THE CONTINUING EXISTENCE AND EFFECTIVENESS OF THE ORGANIZATION AS THE PUBLIC GOALS.

---

[1]AMITAI ETZIONI, "TWO APPROACHES TO ORGANIZATIONAL ANALYSIS: A CRITIQUE AND A SUGGESTION," ADMINISTRATIVE SCIENCE QUARTERLY, 5 (SEPTEMBER, 1960), PP. 257-278.

IF AN ORGANIZATION WERE TO INVEST ALL OF ITS RESOURCES TO THE REALIZATION OF ITS PUBLIC GOALS, THERE WOULD BE THREAT OF A COMPLETE BREAKDOWN OF THE SYSTEM SO THAT EVEN THE ATTAINMENT OF THE PUBLIC GOALS WOULD BECOME UNLIKELY.

GETZELS[2] TAKES ACCOUNT OF THE MULTI-DIMENSIONAL NATURE OF ORGANIZATIONS WHEN HE CONCEPTUALIZES BOTH A NOMETHETIC AND IDIOGRAPHIC DIMENSION. THE ADMINISTRATOR'S ROLE IN SUCH A MODEL IS TO MEDIATE BETWEEN AND TO HARMONIZE POTENTIALLY CONFLICTING FORCES IN THE ORGANIZATION.

THUS, THERE IS PICTURED THE NEED NOT ONLY FOR TASK ACCOMPLISHMENT WITHIN THE ORGANIZATION BUT ALSO THE SOCIAL NEEDS SATISFACTION OF INDIVIDUALS OPERATING IN THE ORGANIZATION. THE MORE CONGRUENCE THE CHIEF ADMINISTRATOR IS ABLE, BY HIS ACTIONS, TO BRING ABOUT BETWEEN THE NEEDS OF THE INDIVIDUALS IN THE ORGANIZATION AND THE NEEDS (TASK ACCOMPLISHMENTS) OF THE ORGANIZATION, THE MORE LIKELY THE ORGANIZATION IS TO MOVE TOWARD ITS GOALS.

EARLY LITERATURE WITH RESPECT TO ORGANIZATION, AS EVIDENCED BY BARNARD[3], ADVANCED THE CONCEPT THAT ORGANIZATIONS MUST BE CONCERNED WITH BOTH EFFECTIVENESS AND EFFICIENCY. TO BARNARD, EFFECTIVENESS MEANT THE ACHIEVEMENT OF THE GOALS OF THE INSTITUTION, WHILE EFFICIENCY REFLECTED THEIR ACHIEVEMENT WITH APPROPRIATE REGARD FOR THE PEOPLE IN THE ORGANIZATION.

---

[2]JACOB W. GETZELS, "ADMINISTRATION AS A SOCIAL PROCESS," ADMINISTRATIVE THEORY IN EDUCATION, ED. A.W. HALPIN (CHICAGO: MIDWEST ADMINISTRATION CENTER, UNIVERSITY OF CHICAGO, 1958), PP. 151-159.

[3]CHESTER J. BARNARD, THE FUNCTIONS OF THE EXECUTIVE (CAMBRIDGE: HARVARD UNIVERSITY PRESS, 1938).

IN THE SAME VEIN, THE PERSONNEL RESEARCH BOARD AT THE OHIO STATE UNIVERSITY, IN STUDIES OF STATUS OF OFFICIAL LEADERS OF ORGANIZATIONS, DISCOVERED TWO MAJOR DIMENSIONS OF EFFECTIVE LEADERSHIP: INITIATING STRUCTURE IN GROUP INTERACTION AND CONSIDERATION.[4] ARGYRIS TOO, HAS POSTULATED THE SAME CONDITIONS IN HIS STUDY OF PERSONALITY CONFLICT AND ORGANIZATION.[5]

PERTINENT ADMINISTRATIVE THEORY

THE ADMINISTRATIVE THEORY DEVELOPED BY GUBA AND GETZELS[6] PRESENTS THE PRECEDING QUITE CLEARLY. IN EVERY INSTITUTION THERE ARE CERTAIN EXPECTATIONS WHICH EXPRESS THE NORMS FOR BEHAVIOR IN THAT INSTITUTION. THESE NORMS ARE ESSENTIALLY GOAL-ORIENTED. BUT, THE THEORY SHOWS, INSTITUTIONS ARE COMPOSED OF PEOPLE AND THESE ORGANIZATION MEMBERS HAVE NEED-DISPOSITIONS THAT ALSO BECOME PERTINENT TO THE BEHAVIOR OF PEOPLE IN THE ORGANIZATION.

---

[4]RALPH M. STOGDILL AND ALVIN E. COONS, LEADER BEHAVIOR: ITS DESCRIPTION AND MEASUREMENT. (COLUMBUS: BUREAU OF BUSINESS RESEARCH, THE OHIO STATE UNIVERSITY, 1957)

[5]CHRIS ARGYRIS, PERSONALITY AND ORGANIZATION (NEW YORK: HARPER AND BROTHERS, 1957).

[6]JACOB W. GETZELS AND EGON G. GUBA, "SOCIAL BEHAVIOR AND THE ADMINISTRATIVE PROCESS," SCHOOL REVIEW, LXV (WINTER, 1957), PP. 423-31. SEE ALSO, ROALD CAMPBELL. "IMPLICATIONS FOR THE PRACTICE OF ADMINISTRATION," AND DANIEL E. GRIFFITHS, "THE NATURE AND MEANING OF THEORY," BEHAVIORAL SCIENCE AND EDUCATIONAL ADMINISTRATION, THE 63RD YEARBOOK OF THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION (CHICAGO: UNIVERSITY OF CHICAGO PRESS, 1964).

ADMINISTRATION IN THE GETZELS-GUBA MODEL IS CONCEIVED AS A HIERARCHY OF SUBORDINATE-SUPERORDINATE RELATIONSHIPS WITHIN A SOCIAL SYSTEM. IN FUNCTION THIS HIERARCHY IS THE LOCUS FOR ALLOCATING AND INTEGRATING ROLES AND FACILITIES IN ORDER THAT THE GOALS OF THE SOCIAL SYSTEM MAY BE REALIZED. THERE ARE TWO DIMENSIONS TO THE SOCIAL SYSTEM: THE NOMETHETIC WHICH CONSISTS OF INSTITUTIONS, ROLE AND EXPECTATION; AND THE IDIOGRAPHIC WHICH CONSISTS OF THE INDIVIDUAL, HIS PERSONALITY, AND HIS NEED-DISPOSITION.

IT IS HYPOTHESIZED BY GETZELS THAT THERE ARE THREE TYPES OF CONFLICT TO BE FOUND IN ORGANIZATIONS. "ROLE-PERSONALITY CONFLICTS" OCCUR WHEN THERE IS DISCREPANCY BETWEEN THE EXPECTATIONS ATTACHED TO A GIVEN ROLE AND THE PATTERN OF NEED-DISPOSITIONS OF THE INDIVIDUAL TO WHOM THE ROLE IS ASSIGNED. "ROLE CONFLICTS" OCCUR WHENEVER THE INDIVIDUAL TO WHOM THE ROLE IS ASSIGNED IS REQUIRED TO CONFORM SIMULTANEOUSLY TO A NUMBER OF INCONSISTENT OR CONTRADICTORY EXPECTATIONS, SO THAT ADJUSTMENT TO ONE SET OF REQUIREMENTS MAKES ADJUSTMENT TO ANOTHER OUTSIDE THE REALM OF POSSIBILITY. "PERSONALITY CONFLICTS" OCCUR WHEN THERE ARE OPPOSING NEEDS AND DISPOSITIONS WITHIN THE PERSONALITY OF THE INDIVIDUAL ASSUMING THE ROLE.

THESE THREE TYPES OF CONFLICT REPRESENT INCONGRUENCE IN THE NOMOTHETIC AND IDIOGRAPHIC DIMENSIONS, AND IN THE INTERACTION OF THE TWO. GRIFFITHS[7] POINTS OUT THAT "WITHIN THE FRAMEWORK OF THE GETZELS-GUBA THEORY, IT MAY BE GENERALIZED THAT SUCH INCONGRUENCE IS SYMPTOMATIC OF ADMINISTRATIVE FAILURE AND LEADS TO LOSS OF PRODUCTIVITY IN BOTH THE INDIVIDUAL AND THE ORGANIZATION."

---

[7] IBID. P. 103.

CHANGE AGENCY IN ORGANIZATIONS

DIFFUSION STUDIES, SUCH AS THOSE BY BRICKELL,[8] FARNSWORTH,[9] AND GRIFFITHS,[10] IN WHICH SOCIAL SYSTEMS HAVING A HIERARCHY OF PERSONNEL HAVE BEEN INVOLVED, HAVE FOUND THE SINGLE MOST INFLUENTIAL CHANGE AGENT IN SCHOOL SYSTEMS TO BE THE LEGALLY CONSTITUTED LEADER, I.E., THE SUPERINTENDENT OR PRINCIPAL. BRICKELL,[11] IN DISCUSSING THIS, HAS SAID:

> AN ADMINISTRATOR IS POWERFUL BECAUSE HE CAN MARSHAL THE NECESSARY AUTHORITY, IF NOT THE NECESSARY LEADERSHIP, TO PRECIPITATE A DECISION. HE MAY NOT BE, AND FREQUENTLY IS NOT, THE ORIGINAL SOURCE OF INTEREST IN A NEW TYPE OF PROGRAM, BUT UNLESS HE GIVES IT HIS ATTENTION . . . IT WILL NOT COME INTO BEING.

BUT WHAT MAKES ONE PERSON INNOVATIVE OR ONE PARTICULAR ORGANIZATION INNOVATIVE? INNOVATORS ARE CHARACTERIZED, BY DEFINITION, BY AN OPENNESS; A RECEPTIVITY TO CHANGE. WHY DOES ONE ADMINISTRATOR RECEIVE AND PASS ON NEW IDEAS AND WHAT CAUSES THE PARTICULAR GROUP OF INDIVIDUALS

---

[8] BRICKELL, OP CIT.

[9] PHILO T. FARNSWORTH, ADOPTION PROCESSES IN PUBLIC SCHOOL SYSTEMS (NEW YORK: BUREAU OF PUBLICATIONS, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, 1940).

[10] DANIEL E. GRIFFITHS, "THE ELEMENTARY SCHOOL PRINCIPAL AND CHANGE IN THE SCHOOL SYSTEM, THEORY INTO PRACTICE, II (DECEMBER, 1963), PP. 278-84. SEE ALSO JOHN HEMPHILL, DANIEL GRIFFITHS, AND NORMAL FREDERICKSEN, ADMINISTRATIVE PERFORMANCE AND PERSONALITY (NEW YORK: BUREAU OF PUBLICATIONS, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, 1962).

[11] BRICKELL, OP. CIT., P.7.

IN AN ORGANIZATION TO ACCEPT AND PROMULGATE CHANGE? SOME EXAMINATION OF THE PSYCHOLOGICAL CONCEPTS OF OPENNESS AND CLOSEDNESS IS APPROPRIATE.

OPENNESS AND CLOSEDNESS

CHARACTERISTIC OF INNOVATORS OR CHANGE AGENTS IS ONE OF OPENNESS TO NEW IDEAS AND PRACTICES. THE PSYCHOLOGICAL CONCEPT OF "OPENNESS" AND ITS ANTITHESIS "CLOSEDNESS" HAS BEEN EXAMINED IN SOME DEPTH BY ROKEACH AND HIS ASSOCIATES.[12]

THE BASIC CHARACTERISTIC THAT DEFINES THE EXTENT TO WHICH A PERSON'S BELIEF SYSTEM IS OPEN OR CLOSED IS, ACCORDING TO ROKEACH, THE "EXTENT TO WHICH A PERSON CAN RECEIVE, EVALUATE, AND ACT ON RELEVANT INFORMATION RECEIVED FROM THE OUTSIDE ON ITS OWN INTRINSIC MERITS, UNEMCUMBERED BY IRRELEVANT FACTORS IN THE SITUATION ARISING FROM WITHIN THE PERSON OR FROM THE OUTSIDE." [13]

THERE IS MUCH LONG-STANDING RESEARCH IN PSYCHOLOGY AND RELATED FIELDS WHICH HAS CONCENTRATED ON OPEN AND CLOSED BELIEF SYSTEMS AND NO EXHAUSTIVE LISTING OF THESE RESEARCH STUDIES OR THE LITERATURE RESULTING FROM THEM WILL BE ATTEMPTED HERE.

ADORNO AND ASSOCIATES[14] PRESENT AN EXHAUSTIVE STUDY ON CLOSED BELIEF SYSTEMS AS THEY EXPLORE THE AUTHORITARIAN PERSONALITY.

---

[12] MILTON ROKEACH, THE OPEN AND CLOSED MIND (NEW YORK: BASIC BOOKS, INC., 1960).

[13] ROKEACH, OP. CIT., P. 57.

[14] T.W. ADORNO, ET AL., THE AUTHORITARIAN PERSONALITY (NEW YORK: HARPER, 1950). SEE ALSO RICHARD CHRISTIE AND PEGGY COOK, "A GUIDE TO PUBLISHED LITERATURE RELATING TO THE AUTHORITARIAN PERSONALITY THROUGH 1956," THE JOURNAL OF PSYCHOLOGY, XLV (APRIL, 1958), PP. 171-99.

FROMM[15] HAS CHRONICLED THE EVENTS IN THE DEVELOPMENT OF A CLOSED SYSTEM IN AN ENTIRE NATION. MASLOW[16] AND MIKOL[17] AMONG OTHERS, HAVE CONTRIBUTED RESEARCH MORE DIRECTLY APPROPRIATE TO INNOVATION AND PERSONALITY. (MASLOW HAS ALSO WRITTEN EXTENSIVELY ABOUT THE AUTHORITARIAN PERSONALITY[18] A CLASSIC EXAMPLE OF THE CLOSED BELIEF SYSTEM.)

PSYCHOLOGIST-ANTHROPOLOGIST KARDINER'S[19] RESEARCH IN THE AREA OF BASIC PERSONALITY STRUCTURE INDICATES THAT CULTURES TAKE ON CERTAIN BASIC CHARACTERISTICS THAT ARE REFLECTED IN THE PERSONALITY MAKEUP OF MOST WHO ARE PRODUCTS OF THAT CULTURE. THIS ALSO HOLDS TRUE FOR GROUPS AND SUBCULTURES AND MAY LEND CREDENCE TO A POINT OF VIEW WHICH SUGGESTS THAT INDIVIDUALS WHO REMAIN IN PARTICULAR

---

[15] ERICK FROMM, ESCAPE FROM FREEDOM (NEW YORK: FARRAR AND RINEHART, 1941).

[16] ABRAHAM H. MASLOW, "RESISTANCE TO ACCULTURATION," JOURNAL OF SOCIAL ISSUES, 7 (1951), PP. 26-29.

[17] B. MIKOL, "OPEN AND CLOSED BELIEF SYSTEMS AS CORRELATES OF THE ACCEPTANCE OF NEW MUSIC AND ITS COMPOSERS" (PH.D. DISSERTATION, MICHIGAN STATE UNIVERSITY, 1958).

[18] ABRAHAM MASLOW, "THE AUTHORITARIAN CHARACTER STRUCTURE," JOURNAL OF SOCIAL PSYCHOLOGY, 18 (1943), PP. 401-411.

[19] ABRAM KARDINER, THE INDIVIDUAL AND HIS SOCIETY (NEW YORK: COLUMBIA UNIVERSITY PRESS, 1939). ABRAM KARDINER ET AL., THE PSYCHOLOGICAL FRONTIERS OF SOCIETY (NEW YORK: COLUMBIA UNIVERSITY PRESS, 1945).

ORGANIZATIONS WILL REFLECT A BASIC PERSONALITY OF THAT ORGANIZATION, WHICH IS IN TURN, OF COURSE, AFFECTED BY THE PERSONALITY OF THE INDIVIDUALS. WHETHER OR NOT THIS IS SUGGESTIVE THAT CLOSED ORGANIZATIONS ATTRACT PERSONS WITH CLOSED BELIEF SYSTEMS AND OPEN ORGANIZATIONS ATTRACT THEIR PERSONALITY COUNTERPARTS PRESENTS AN INTERESTING ISSUE. SINCE, AT LEAST A PORTION OF THE ENERGY OF AN ORGANIZATION IS SPENT IN MAINTAINING THAT ORGANIZATION, IT WOULD SEEM THAT AN ORGANIZATION WOULD NURTURE AND ATTRACT INDIVIDUALS OF A PERSONALITY TYPE WHICH WOULD NOT THREATEN THE ORGANIZATION.

MERTON[20] RAISES THIS SAME QUESTION AS HE DEVELOPED RESEARCH ABOUT THE BUREAUCRATIC ORGANIZATION OF GOVERNMENT AND THE PERSONALITY STRUCTURE OF INDIVIDUALS WORKING WITHIN THE BUREAUCRACY. HE CONCLUDES THAT CERTAIN SIMILAR INDIVIDUAL PERSONALITY TYPES ARE DRAWN TO THIS TYPE OR ORGANIZATION AND INDEED MAINTAIN THE ORGANIZATION LONG AFTER TRUE FUNCTION HAS CEASED TO EXIST. MUCH EARLIER WORKS BY HUGHES[21] ARE GENERALLY SUPPORTIVE AND ILLUSTRATIVE OF THIS POINT OF VIEW.

---

[20] ROBERT K. MERTON, "BUREAUCRATIC STRUCTURE AND PERSONALITY" IN CLYDE KLUCKHOHN AND HENRY A. MURRAY, PERSONALITY (NEW YORK: ALFRED A. KNOPF, 1962), PP. 376-385.

[21] E. C. HUGHES, "PERSONALITY TYPES AND THE DIVISION OF LABOR," AMERICAN JOURNAL OF SOCIOLOGY, 33 (1928), PP. 754-68 AND "INSTITUTIONAL OFFICE AND THE PERSON," AMERICAN JOURNAL OF SOCIOLOGY, 43 (1937), PP. 404-14.

HALPIN AND CROFT,[22] AMONG OTHERS,[23] HAVE SUGGESTED THAT JUST AS INDIVIDUALS CAN BE OPEN OR CLOSED, SO MIGHT ORGANIZATIONS. THE PERSONALITY OF AN INDIVIDUAL IS LIKENED TO THE CLIMATE OF AN ORGANIZATION.[24]

TOO, MILES[25] WRITING ABOUT THE SUBJECT OF EDUCATIONAL INNOVATION, OR LACK OF IT, HAS SUBMITTED THAT "THE INVENTION, ADOPTION, ADAPTATION,

---

[22]HALPIN AND CROFT, OP. CIT., P.1.

[23]DANIEL GRIFFITHS, "ADMINISTRATIVE THEORY AND CHANGE IN ORGANIZATIONS," INNOVATIONS IN EDUCATION, ED. MATTHEW MILES (NEW YORK: TEACHERS COLLEGE BUREAU OF PUBLICATIONS, 1964); DANIEL GRIFFITHS, "THE NATURE AND MEANING OF THEORY," BEHAVIORAL SCIENCE AND EDUCATIONAL ADMINISTRATION, THE 63RD YEARBOOK OF THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION, PART II, ED. DANIEL E. GRIFFITHS (CHICAGO: UNIVERSITY OF CHICAGO PRESS, 1964); HARRY RANDLES, "RELATIONSHIP BETWEEN CLIMATE AND ATTITUDES OF BEGINNING ELEMENTARY TEACHERS" (PH.D. DISSERTATION, THE OHIO STATE UNIVERSITY, 1964); ROBE-T J. BROWN, "IDENTIFYING AND CLASSIFYING ORGANIZATIONAL CLIMATES IN TWIN CITIES AREA ELEMENTARY SCHOOLS" (PH.D. DISSERTATION, UNIVERSITY OF MINNESOTA, 1964); GORDON HEARN, THEORY BUILDING IN SOCIAL WORK (TORONTO: UNIVERSITY OF TORONTO PRESS, 1958), PP. 44-50.

[24]THE TERM "ORGANIZATIONAL CLIMATE" DID NOT ORIGINATE WITH HALPIN AND CROFT. SEE, FOR EXAMPLE, CHRIS ARGYRIS, "SOME PROBLEMS IN CONCEPTUALIZING ORGANIZATIONAL CLIMATE: A CASE STUDY OF A BANK," ADMINISTRATIVE SCIENCE QUARTERLY, II (MARCH, 1958), PP. 501-520.

[25]MATTHEW B. MILES, "EDUCATION AND INNOVATION: THE ORGANIZATION AS CONTEXT." PAPER READ AT CAREER DEVELOPMENT SEMINAR, UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION, HELD AT AUBURN UNIVERSITY, AUBURN, ALABAMA, OCTOBER 25-28, 1964.

AND DIFFUSION OF EDUCATIONAL INNOVATIONS DEPENDS VERY CENTRALLY ON THE STATE OF THE IMMEDIATE SOCIAL SYSTEMS--SCHOOLS AND COLLEGES--IN WHICH THEY ARE TO BECOME OPERATIVE." THEREFORE, MILES STATES, ATTENTION TO THE STRUCTURE AND FUNCTIONING OF EDUCATIONAL ORGANIZATIONS BECOMES ESSENTIAL IF THE PROCESSES OF EDUCATIONAL IMPROVEMENT ARE TO BE UNDERSTOOD AND CONTROLLED IN ANY COHERENT WAY.[26] ABBOTT,[27] AMONG OTHERS, IS GENERALLY SUPPORTIVE OF THIS POINT OF VIEW.

MOST STUDIES OF INNOVATION, MILES POINTS OUT, IN OR OUT OF EDUCATIONAL SYSTEMS, HAVE CENTERED ON THE CHARACTERISTICS OF THE INDIVIDUAL INNOVATOR, THE INNOVATION ITSELF, ITS DIFFUSION ACROSS SYSTEMS, ETC., WITH LITTLE ATTEMPT BEING MADE TO ANALYZE THE STRUCTURE AND FUNCTIONING OF THE INNOVATION-RECEIVING SYSTEM AS A CONTEXT FOR INNOVATION.[28]

ORGANIZATIONAL CLIMATE

HALPIN AND CROFT[29] IN THEIR RESEARCH INTO ORGANIZATIONAL CLIMATE DEAL WITH BOTH DIMENSIONS IN THE GETZEL THEORY. IN FACT, AN OPEN

---

[26] IBID., P.2.

[27] M.G. ABBOTT, "HIERARCHIAL IMPEDIMENTS TO INNOVATION IN EDUCATIONAL ORGANIZATIONS." PAPER READ AT CAREER DEVELOPMENT SEMINAR, UNIVERSITY COUNCIL ON EDUCATIONAL ADMINISTRATION, AUBURN UNIVERSITY, AUBURN, ALABAMA, OCTOBER 26-28, 1964.

[28] MILES, OP. CIT., P.3.

[29] HALPIN AND CROFT, OP. CIT.

CLIMATE IS DEFINED AS ONE IN WHICH THERE IS ATTENTION TO BOTH TASK ACHIEVEMENT AND SOCIAL-NEEDS. THE CLOSED CLIMATE IS DEFINED AS ONE WHICH MARKS A SITUATION IN WHICH THE GROUP MEMBERS OBTAIN LITTLE SATISFACTION IN RESPECT TO EITHER TASK ACHIEVEMENT OR SOCIAL-NEEDS. IN SHORT, IT IS A SITUATION WHERE THE ADMINISTRATOR IS INEFFECTIVE IN DIRECTING THE ACTIVITIES OF THE STAFF AND AT THE SAME TIME HE IS NOT INCLINED TO LOOK OUT FOR THEIR WELFARE.[30]

THE OPERATIONAL DEFINITION GIVEN TO OPEN CLIMATE EMPHASISES THAT THIS IS A SITUATION IN WHICH ORGANIZATIONAL MEMBERS DERIVE HIGH LEVELS OF SATISFACTION BOTH FROM THEIR INTERPERSONAL RELATIONS WITH FELLOW WORKERS AND FROM ACCOMPLISHMENT OF THE TASKS ASSIGNED TO THEM BY THE ORGANIZATION.

AN IMPORTANT ASPECT IN THE EFFECTIVE LEADERSHIP OF AN ORGANIZATION IS THE PERCEPTIONS OF THE LEADER HELD BY THE GROUP WITH WHICH HE IS WORKING, AS WELL AS THE PERCEPTIONS OF THE GROUP WHICH THE LEADER HOLDS.

HALPIN AND CROFT DISCUSSING THE PRINCIPAL OF AN OPEN, AND THUS EFFECTIVE, SCHOOL CHARACTERIZE HIM AS FOLLOWS:

> THE BEHAVIOR OF THE PRINCIPAL REPRESENTS AN APPROPRIATE INTEGRATION BETWEEN HIS OWN PERSONALITY AND THE ROLE HE IS REQUIRED TO PLAY AS PRINCIPAL. IN THIS RESPECT HIS BEHAVIOR CAN BE VIEWED AS 'GENUINE.' NOT ONLY DOES HE SET AN EXAMPLE BY WORKING HARD HIMSELF BUT, DEPENDING UPON THE SITUATION, HE CAN EITHER CRITICIZE THE ACTIONS OF TEACHERS OR CAN, ON THE OTHER HAND, GO OUT OF HIS WAY TO HELP

---

[30] IBID., P.66.

A TEACHER. HE POSSESSES THE PERSONAL FLEXIBILITY TO BE 'GENUINE' WHETHER HE BE REQUIRED TO CONTROL AND DIRECT THE ACTIVITIES OF OTHERS OR BE REQUIRED TO SHOW COMPASSION IN SATISFYING THE SOCIAL NEEDS OF INDIVIDUAL TEACHERS. HE HAS INTEGRITY IN THAT HE IS "ALL OF A PIECE" AND THEREFORE CAN FUNCTION WELL IN EITHER SITUATION. HE IS NOT ALOOF, NOR ARE THE RULES AND PROCEDURES WHICH HE SETS UP INFLEXIBLE AND IMPERSONAL. NONETHELESS, RULES AND REGULATIONS ARE ADHERED TO, AND THROUGH THEM, HE PROVIDES SUBTLE DIRECTION AND CONTROL FOR THE TEACHERS. HE DOES NOT HAVE TO EMPHASIZE PRODUCTION; NOR DIES HE NEED TO MONITOR THE TEACHERS' ACTIVITIES CLOSELY, BECAUSE THE TEACHERS DO, INDEED, PRODUCE EASILY AND FREELY. NOR DOES HE DO ALL THE WORK HIMSELF; HE HAS THE ABILITY TO LET APPROPRIATE LEADERSHIP ACTS EMERGE FROM THE TEACHERS. WITHAL, HE IS IN FULL CONTROL OF THE SITUATION AND HE CLEARLY PROVIDES LEADERSHIP FOR THE STAFF.[31]

THE TERM "GENUINE" IS USED BY HALPIN AND CROFT IN MUCH THE SAME WAY THAT ARGYRIS USES THE CONCEPT OF "AUTHENTICITY."[32] AUTHENTIC OR "GENUINE" RELATIONSHIPS ARE, THUS, THOSE KINDS OF RELATIONSHIPS IN WHICH AN INDIVIDUAL ENHANCES HIS SENSE OF SELF- AND OTHER-AWARENESS AND ACCEPTANCE IN SUCH A WAY THAT OTHERS CAN DO THE SAME. HE IS, IN OTHER WORDS, WHAT HE APPEARS TO BE.

---

[31] IBID., PP. 61-62.

[32] CHRIS ARGYRIS, INTERPERSONAL COMPETENCE AND ORGANIZATIONAL EFFECTIVENESS (HOMEWOOD, ILLINOIS: THE DORSEY PRESS, INC., 1962), P.21.

ONE OF THE GUIDING ASSUMPTIONS OF THE HALPIN AND CROFT WORK AS WELL AS OF THIS RESEARCH IS THAT AN ORGANIZATIONAL CLIMATE WHICH WILL BE MOST EFFECTIVE WILL BE ONE IN WHICH IT IS POSSIBLE FOR ACTS OF LEADERSHIP TO EMERGE EASILY FROM WHATEVER SOURCE. ONE ESSENTIAL DETERMINANT OF A SCHOOL'S EFFECTIVENESS NOTED BY HALPIN AND CROFT[33] WAS THE ASCRIBED LEADER'S ABILITY, OR LACK OF ABILITY, TO CREATE A CLIMATE IN WHICH HE AND THE OTHER GROUP MEMBERS COULD INITIATE AND CONSUMMATE ACTS OF LEADERSHIP.

IF AN ORGANIZATION IS TO ACCOMPLISH ITS TASKS, LEADERSHIP ACTS MUST BE INITIATED. HOWEVER, IT SHOULD BE NOTED THAT WE DO NOT ASSUME THAT LEADERSHIP ACTS NEED BE CONFINED EXCLUSIVELY TO THE DESIGNATED LEADER, HIMSELF. SUCH ACTS CAN BE INITIATED EITHER BY THE LEADER OF BY MEMBERS OF THE FACULTY. IF THE LEADER FAILS TO PROVIDE SUFFICIENT LEADERSHIP ACTS--AND LEADERSHIP ACTS OF SUFFICIENT "QUALITY", IN THAT THEY ARE "ACCEPTED" AND THAT THEY ALSO LEAD TO INCREASED GROUP "EFFECTIVENESS"--THEN MEMBERS OF THE GROUP WILL SEEK TO OFFER THE "LEADERSHIP" REQUIRED TO MAKE THE GROUP "EFFECTIVE." IN THIS VIEW WE HAVE BEEN SUPPORTED BY THE CENTRAL FINDING THAT PERVADES ALL RESEARCH ON LEADERSHIP AND GROUP BEHAVIOR: AN "EFFECTIVE" GROUP MUST PROVIDE SATISFACTION TO GROUP MEMBERS IN TWO MAHOR RESPECTS; IT MUST GIVE A SENSE OF TASK-ACCOMPLISHMENT, AND IT MUST PROVIDE MEMBERS WITH THE SOCIAL SATISFACTION THAT COMES FROM BEING A PART OF A GROUP.[34]

---

[33] HALPIN AND CROFT, OP. CIT., PP. 7-8.

[34] IBID., P.8.

AND, AS THE AUTHORS NOTE, THIS IS SIMPLY A PARAPHRASE OF BARNARD'S INSISTANCE THAT A GROUP BE BOTH "EFFECTIVE" AND "EFFICIENT."[35]

ONE ASPECT OF WHETHER OR NOT A SCHOOL DISTRICT IS AMENABLE TO CHANGE, OR WHETHER INDIVIDUAL SCHOOLS WITHIN A SCHOOL DISTRICT ARE PERMITTED TO EXPERIMENT AND DO FIELD RESEARCH WOULD SEEM TO BE THE "ORGANIZATIONAL CLIMATE" WHICH EXISTS IN THE CENTRAL ADMINISTRATIVE OFFICES OF THAT DISTRICT. ORGANIZATIONAL CLIMATE MAY BE GENERALLY DEFINED AS THE ORGANIZATIONAL "PERSONALITY." FIGURATIVELY, PERSONALITY IS TO THE INDIVIDUAL WHAT CLIMATE IS TO THE ORGANIZATION.[36]

OF KEY IMPORTANCE WOULD SEEM TO BE THE EXAMINATION AND ANALYSES OF THE ELEMENTS MAKING UP THE CLIMATE. IT WOULD APPEAR THAT THROUGH THIS EFFORT MUCH KNOWLEDGE AND UNDERSTANDING COULD BE GAINED RELATIVE TO IMPORTANT COMPONENTS IN THE CREATION OF A READINESS FOR CHANGE, OR IF THE AUDIENCE WILL, A "CLIMATE FOR INNOVATIVENESS." CERTAINLY KNOWLEDGE AND UNDERSTANDING OF THE BEHAVIORS AND CHARACTERISTICS OF ADMINISTRATIVE PERFORMANCE TEAMS IS REQUISITE TO STUDIES AFFECTING THOSE BEHAVIORS. ONE COULD HARDLY BE EXPECTED TO CHANGE PRODUCTIVELY, OR IMPROVE THE CLIMATE FOR INNOVATIVENESS, OR THE BEHAVIORS WHICH CREATE THIS CLIMATE, UNLESS HE KNEW SOMETHING OF THE BEHAVIOR HE WAS ATTEMPTING TO CHANGE, OR OF THE DIRECTION IN WHICH HE WAS ATTEMPTING TO MOVE.

---

[35] CHESTER I. BARNARD, THE FUNCTIONS OF THE EXECUTIVE (CAMBRIDGE: HARVARD UNIVERSITY PRESS, 1938).

[36] ANDREW W. HALPIN AND DON B. CROFT, THE ORGANIZATIONAL CLIMATE OF SCHOOLS (CHICAGO: MIDWEST ADMINISTRATION CENTER, UNIVERSITY OF CHICAGO, 1963), P.1.

IF THE CLIMATE WAS ONE WHICH PERMITTED OR ENCOURAGED LEADERSHIP ACTS ARISING OUT OF THE GROUP AS A WHOLE, AND IF IT PROVIDED APPROPRIATE EMPHASIS UPON TASK ACCOMPLISHMENTS AS WELL AS INDIVIDUAL SOCIAL NEEDS OF GROUP MEMBERS, THEREBY PROVIDING FOR THE INSTITUTIONAL GOALS AND INDIVIDUAL GOALS, THERE WOULD FOLLOW A SITUATION IN WHICH CHANGE MIGHT WELL BE ENCOURAGED. IT WOULD APPEAR THAT THE RESULT OF SUCH A CLIMATE WOULD BE THE TREAT-FREE, IDEA GENERATING, AND IDEA RECEPTIVE ENVIRONMENT SO ESSENTIAL TO CHANGE OR READINESS FOR CHANGE. THIS WOULD SEEM TO BE WHAT COULD BE CALLED AN OPEN CLIMATE AND WOULD APPEAR TO BE THE KIND OF ENVIRONMENT IN WHICH THE CHANGE AGENT WOULD MOST LIKELY MEET WITH SUCCESS.

HALPIN AND CROFT HAVE DEVELOPED THE ORGANIZATIONAL CLIMATE DESCRIPTIVE QUESTIONNAIRE WHICH HAS PROVED USEFUL IN DESCRIBING THE PERSONALITY OF SCHOOLS.[37] THIS QUESTIONNAIRE PROVIDES A WAY OF EXAMINING AN ORGANIZATION THROUGH INDIVIDUAL STAFF MEMBERS' VIEWS OF THE "WAY THINGS ARE." THERE ARE EIGHT SUB-TESTS COMPRISING THE INSTRUMENT: FOUR EACH WHICH MAKE UP THE DIMENSIONS, GROUP CHARACTERISTICS AND LEADER BEHAVIOR. THESE SUB-TESTS ARE REFERRED TO AS "ELEMENTS" OF THE CLIMATE. THE BEHAVIOR DIMENSION TAPPED BY EACH SUB-TEST IS DESCRIBED AS FOLLOWS:

GROUP BEHAVIOR:

1. DISENGAGEMENT. THIS REFERS TO THE GROUP MEMBERS' TENDENCY TO "NOT BE WITH IT." THE DIMENSION DESCRIBES A GROUP WHICH

---

[37] IBID.

IS "GOING THROUGH THE MOTIONS," A GROUP THAT IS NOT "IN GEAR" WITH RESPECT TO THE TASK AT HAND. IN SHORT, THIS SUB-TEST FOCUSES UPON A MEMBER'S BEHAVIOR IN A TASK-ORIENTED SITUATION.

2. HINDRANCE. THE REFERENCE HERE IS TO THE GROUP'S FEELING THAT THE ADMINISTRATOR BURDENS THEM WITH ROUTINE DUTIES, COMMITTEE DEMANDS, AND OTHER REQUIREMENTS WHICH MIGHT BE CONSTRUED AS BUSY WORK. THE PERCEPTION IS THAT THE ASCRIBED LEADER IS HINDERING RATHER THAN FACILITATING THEIR WORK.
3. ESPRIT. THIS REFERS TO "MORALE." MEMBERS FEEL THAT THEIR SOCIAL NEEDS ARE BEING SATISFIED, AND THAT THEY ARE, AT THE SAME TIME, ENJOYING A SENSE OF ACCOMPLISHMENT IN THEIR JOB.
4. INTIMACY. THIS REFERS TO THE MEMBERS' ENJOYMENT OF FRIENDLY SOCIAL RELATIONS WITH EACH OTHER. THIS DIMENSION DESCRIBES A SOCIAL-NEEDS SATISFACTION WHICH IS NOT NECESSARILY ASSOCIATED WITH TASK ACCOMPLISHMENT.

LEADER'S BEHAVIOR:

5. ALOOFNESS. THIS REFERS TO BEHAVIOR BY THE ADMINISTRATOR WHICH IS CHARACTERIZED AS FORMAL AND IMPERSONAL. HE "GOES BY THE BOOK" AND PREFERS TO BE GUIDED BY RULES AND POLICIES RATHER THAN TO DEAL WITH GROUP MEMBERS IN AN INFORMAL, FACE TO FACE SITUATION. HIS BEHAVIOR, IN BRIEF, IS UNIVERSALISTIC, RATHER THAN PARTICULARISTIC; NOMOTHETIC, RATHER THAN IDIOSYNCRATIC. TO MAINTAIN THIS STYLE, HE KEEPS TO HIMSELF, AT LEAST "EMOTIONALLY" AT A DISTANCE FROM HIS STAFF.

6. PRODUCTION EMPHASIS. THE REFERENCE HERE IS TO BEHAVIOR WHICH IS CHARACTERIZED BY CLOSE SUPERVISION OF THE STAFF. HE IS HIGHLY DIRECTIVE AND PLAYS THE ROLE OF THE "STRAW BOSS." HIS COMMUNICATION TENDS TO GO IN ONLY ONE DIRECTION, AND HE IS NOT SENSITIVE TO FEEDBACK FROM THE STAFF.
7. THRUST. THIS REFERS TO BEHAVIOR BY THE ADMINISTRATOR WHICH IS CHARACTERIZED BY HIS EVIDENT EFFORT IN TRYING TO "MOVE THE ORGANIZATION." THRUST BEHAVIOR IS MARKED NOT BY CLOSE SUPERVISION, BUT BY THE ADMINISTRATOR ATTEMPT TO MOTIVATE THE STAFF THROUGH THE EXAMPLE WHICH HE PERSONALLY SETS. APPARENTLY, BECAUSE HE DOES NOT ASK STAFF TO GIVE OF THEMSELVES ANY MORE THAN HE WILLINGLY GIVES OF HIMSELF, HIS BEHAVIOR, THROUGH STARKLY TASK-ORIENTED, IS NONETHELESS VIEWED FAVORABLY BY THE STAFF.
8. CONSIDERATION. THIS REFERS TO BEHAVIOR WHICH IS CHARACTERIZED BY AN INCLINATION TO TREAT STAFF "HUMANLY": TO TRY TO DO A LITTLE SOMETHING EXTRA FOR THEM IN HUMAN TERMS.[38]

FROM THE SCORES ON THESE EIGHT SUB-TESTS A PROFILE CAN BE CONSTRUCTED, WHICH DEPICTS THE ORGANIZATIONAL CLIMATE. BY COMPARING THE PROFILES OF SCHOOLS, THE DISTINGUISHING FEATURES OF THEIR RESPECTIVE

---

[38] IBID., PP. 29-32.

ORGANIZATIONAL CLIMATES CAN BE IDENTIFIED. HALPIN AND CROFT, IN THEIR RESEARCH, WERE ABLE TO DEVISE AN ORGANIZATIONAL CLIMATE CONTINUUM WITH SIX GRADATIONS LEADING FROM "OPEN" TO "CLOSED". THEY DELINEATED THESE SIX "PROFILES" AS "OPEN," "AUTONOMOUS," "CONTROLLED," "FAMILIAR," "PATERNAL," AND "CLOSED."[39]

Administrative Structure

FREQUENTLY, THE MOST IMPORTANT FACTOR IN CHANGE-RATE IS ACCESS TO IDEAS AND CONCEPTS OF OTHERS. AN ADMINISTRATIVE STRUCTURE WHICH OPERATES TO INHIBIT THE FREE FLOW OF IDEAS AND LEADERSHIP ACTS, FROM WHATEVER THE SOURCE OF THOSE IDEAS AND ACTS, RETARDS THE GROWTH AND ORDERLY CHANGE OF THE ORGANIZATION.

AND SO SOMEONE, SOMEWHERE IN THE ORGANIZATION MUST DECIDE TO CHANGE, OR BE INTRIGUED WITH A NEW IDEA AND HELP SOMEONE ELSE DECIDE TO EFFECT A CHANGE. TANTAMOUNT TO THE SUCCESS OF BRINGING THIS CHANGE ABOUT IS "OPENNESS" WITHIN THE ORGANIZATION AND FREE FLOW OF COMMUNICATION.

IN A HIERARCHICAL ORGANIZATIONAL ARRANGEMENT SUCH AS IS FOUND IN AN EDUCATIONAL SYSTEM, IT WOULD SEEM THUS THAT THE ADMINISTRATOR WOULD BE THE KEY TO THE INNOVATIVE PROCESS. HE CERTAINLY MUST PASS JUDGMENT UPON THE ACCEPTABILITY OF THE CHANGE--OR EVEN ON THE DECISION TO EXAMINE THE CHANGE. AT THE VERY LEAST HE MUST HAVE CREATED THE IMAGE OF HIMSELF AS RECEPTIVE TO NEW IDEAS AND OPERATE IN SUCH A WAY THAT

---

[39] IBID., P.60

OTHERS IN THE ORGANIZATION FEEL FREE TO EITHER BRING IDEAS TO HIM OR TO PURSUE ON THEIR OWN, IDEAS WHICH SEEM TO HAVE MERIT.

SOME WOULD QUARREL THAT THE ADMINISTRATOR IS NOT THIS POWERFUL; THAT A DISTRICT COULD WELL BE INNOVATIVE AND NOT HAVE A VERY INNOVATIVE LEADER. I AM NOT SAYING THAT THE ADMINISTRATOR IS ALL POWERFUL AND SPENDS HIS TIME PASSING JUDGMENT ON THIS OR THAT IDEA. I AM SAYING THAT UNLESS THERE IS A STYLE OF LEADERSHIP WHICH ENABLES OTHERS IN THE ORGANIZATION TO FEEL FREE TO LET THEIR OWN IDEAS EMERGE WITHOUT THREAT AND WHICH REFLECTS A RECEPTIVITY TO THESE IDEAS AND ANY OTHERS REGARDLESS OF THEIR SOURCE, THERE WILL BE LITTLE THE ORGANIZATION WILL DO BUT MAINTAIN THE STATUS QUO.

BRICKELL[40] SEEMS TO FIND THAT THE CHIEF ADMINISTRATOR OR SUPERINTENDENT (AT THE DISTRICT LEVEL) WAS THE SINGLE GREATEST ENHANCER OR INHIBITOR OF INNOVATION. GRIFFITHS IN HIS STUDY OF THE RELATIONSHIP OF THE ELEMENTARY SCHOOL PRINCIPAL TO THE CHANGE PROCESS[41] FOUND THIS GROUP SELDOM RESPONSIBLE FOR THE INTRODUCTION OF A NEW IDEA TO A SCHOOL SYSTEM. HE CONCLUDED THAT THE REASON WAS LARGELY THAT THE ELEMENTARY PRINCIPAL WAS AT LEAST THREE STEPS AWAY FROM THE "TOP" EVEN IN A SMALL SCHOOL DISTRICT. CONCLUDED GRIFFITHS:

> IT SEEMS, THEREFORE, THAT IF WE ARE TO HAVE CHANGE IN SCHOOL SYSTEMS, WE CANNOT LOOK TO THE PRINCIPAL TO INITIATE THIS CHANGE, THE INITIATIVE FOR CHANGE MUST COME FROM THE TOP. ONCE CHANGE

---

[40] BRICKELL, OP. CIT.

[41] DANIEL E. GRIFFITHS, "THE ELEMENTARY-SCHOOL PRINCIPALSHIP AND CHANGE IN THE SCHOOL SYSTEM," THEORY INTO PRACTICE, II (DECEMBER, 1963), PP. 278-284.

IS SANCTIONED BY HIS SUPERIORS, THE PRINCIPAL WILL WORK TO EFFECT THAT CHANGE AT THE BUILDING LEVEL.[42]

IN MUCH EARLIER STUDIES, MORT AND CORNELL SPOKE TO THIS SAME POINT.[43] THEY NOTED THAT IN THEIR STUDY IN "90 PER CENT OF PAST ADAPTATIONS, THE ADMINISTRATOR HAS TAKEN AN ACTIVE PART AS LEADER, SUPPORTER, OR FOLLOWER" AND THAT IN OVER HALF OF THE CASES HIS POSITION HAS BEEN THAT OF LEADER. THEIR STUDY AGAIN REFLECTS THAT IT IS HIGHLY IMPORTANT TO A DISTRICT'S ADAPTABILITY THAT THE SUPERINTENDENT MAINTAIN HIS LEADERSHIP THROUGH ITS "QUALITY" RATHER THAN BECAUSE OF ANY HIERARCHY INVOLVED.

IT APPEARS FROM OUR STUDY THAT THE TREND TOWARD DELEGATING FUNCTIONAL RESPONSIBILITY AND MAINTAINING CONTROL NOT SO MUCH THROUGH A LINE OF RESPONSIBILITY BUT THROUGH COORDINATION AND LEADERSHIP IS THAT FORM OF SCHOOL ORGANIZATION MOST CONDUCIVE TO ADAPTABILITY.[44]

THUS WE CAN VIEW THE ATTITUDES OF CENTRAL OFFICE PERSONNEL AS CRITICAL TO CHANGE IN THE ORGANIZATION, ESPECIALLY AS THOSE ATTITUDES SET THE TONE FOR THE ORGANIZATION. THE SUPERINTENDENT'S ROLE IS ONE AT LEAST OF A KEY FACILITATOR OF CHANGE, IF NOT A PRIME INNOVATOR. HIS ACTIONS, ATTITUDES, AND STYLE OF ADMINISTRATION MAY BE SUCH AS TO INHIBIT HIS SUBORDINATES FROM SEEKING CHANGE; INDEED, HE MAY ATTRACT TO THE CENTRAL OFFICE THOSE ONLY INTERESTED IN MAINTAINING THE STATUS

---

[42] IBID., P. 283.

[43] PAUL R. MORT AND FRANCIS G. CORNELL, ADAPTABILITY OF PUBLIC SCHOOL SYSTEMS (NEW YORK: BUREAU OF PUBLICATIONS, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, 1938).

[44] IBID., P. 224.

QUO, OR IT MAY BE SUCH TO ENCOURAGE MUCH INTEREST AMONG STAFF IN SEEKING THE NEW.

TOGETHER THE ATTITUDES AND PERCEPTIONS OF THE CENTRAL OFFICE GROUP MAY REFLECT THE "PERSONALITY" OF THE SYSTEM AS A WHOLE. AT THE LEAST, OF COURSE, AND BY DEFINITION, IT REFLECTS THE PERSONALITY OF THE CENTRAL OFFICE. THIS "PERSONALITY HAS BEEN DEFINED AS ORGANIZATIONAL CLIMATE. CLIMATE IS TO THE ORGANIZATION WHAT PERSONALITY IS TO THE INDIVIDUAL.[45]

ALL OF THIS LED ME TO CONDUCT A PIECE OF RESEARCH WHICH ATTEMPTED TO FIND OUT WHETHER ORGANIZATIONAL CLIMATE WAS IN ANY WAY RELATED TO INNOVATIVENESS. INSTEAD OF FOCUSING ON A SINGLE SCHOOL THE INQUIRY WAS DIRECTED TO SCHOOL SYSTEMS; INSTEAD OF PRINCIPAL-TEACHER PERCEPTIONS IT EXAMINED SUPERINTENDENT-CENTRAL OFFICE STAFF PERCEPTIONS.[46]

MUCH IS BEING WRITTEN ABOUT INNOVATION AND INNOVATIVENESS IN EDUCATION. TEACHERS AND PRINCIPALS ARE EXHORTED IN THE LITERATURE AND IN U.S. OFFICE OF EDUCATION PRONOUNCEMENTS, AS WELL AS BY THEIR CENTRAL OFFICE TO BE INNOVATIVE. CERTAIN SCHOOL DISTRICTS ARE BANNERED AS "BEACON LIGHTS" FOR THEIR INNOVATIVE SPIRIT AND FOR THE LARGE NUMBERS OF "NEW" PRACTICES THAT ARE ON-GOING.

---

[45] THE TERM ORGANIZATIONAL CLIMATE SEEMS TO HAVE BEEN ORIGINATED BY CHRIS ARGYRIS. SEE CHRIS ARGYRIS, "SOME PROBLEMS IN CONCEPTUALIZING ORGANIZATIONAL CLIMATE: A CASE STUDY OF A BANK," ADMINISTRATIVE SCIENCE QUARTERLY, II (MARCH, 1958), PP. 501-520.

[46] THE RESEARCH REPORTED HEREIN WAS SUPPORTED BY THE COOPERATIVE RESEARCH PROGRAM OF THE OFFICE OF EDUCATION, U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, AS PROJECT S-272 UNDER THE TITLE "A STUDY OF ADMINISTRATIVE ARRANGEMENTS IN DIFFERENT TYPES OF SCHOOL DISTRICTS." SUMMARIES ARE AVAILABLE FROM THE AUTHOR, OR FROM THE U.S. OFFICE OF EDUCATION. THIS RESEARCH WAS ALSO REPORTED IN HUGHES, LARRY W. "ORGANIZATIONAL CLIMATE--ANOTHER DIMENSION TO THE PROCESS OF INNOVATION?", EDUCATIONAL ADMINISTRATION QUARTERLY, FALL, 1968, PP. 16-28.

IT IS INTERESTING TO SPECULATE ABOUT WHAT IT IS THAT MAKES A SCHOOL DISTRICT RECEPTIVE TO CHANGE. WHY ARE TEACHERS AND PRINCIPALS IN ONE DISTRICT SEEMINGLY MORE WILLING TO ADOPT, ADAPT, OR INVENT NEW WAYS OF DOING THINGS, WHILE IN OTHER DISTRICTS THEIR COUNTERPARTS ARE RELUCTANT, OR EVEN ANTAGONISTIC, TO ATTEMPT ANYTHING BUT THE MOST TRIED AND TRUE?

WEALTH OF THE DISTRICT HAS BEEN CITED FOR MANY YEARS AS BEING THE NECESSARY INGREDIENT. MANY STUDIES, BEGINNING WITH THE MORT COST-QUALITY RESEARCH OF THE 1930'S, SUGGEST THIS AS THE REASON WHY ONE DISTRICT IS MORE ADAPTABLE THAN ANOTHER. RECENT RESEARCH, HOWEVER, IS BEGINNING TO SHOW THAT AMOUNT OF AVAILABLE DOLLARS NOT TELL THE ENTIRE STORY AND THAT REASONS WHY ONE DISTRICT IS INNOVATIVE AND ANOTHER NOT ARE FAR MORE COLPLEX THAN THE SINGLE FACTOR OF WEALTH. CASUAL OBSERVATION REVEALS THAT NOT ALL LESS THAN WEALTHY DISTRICTS ARE CHANGE RESISTANT OR NON-INNOVATIVE.

INNOVATIVENESS IN A SCHOOL DISTRICT MIGHT BE THE RESULT OF AN EVIDENT, OR AT LEAST FELT, SPIRIT OF FREE INQUIRY WHICH RESIDED IN THE CENTRAL OFFICES AND WAS MANIFESTED AGAIN AND AGAIN OUT IN THE INDIVIDUAL SCHOOLS IN THE DISTRICT. THIS SPIRIT OR FEELING MIGHT BE AN ASPECT OF WHAT HAS BEEN LABELED "ORGANIZATIONAL CLIMATE."

AS A RESULT OF A STATEWIDE STUDY IN OHIO, CONDUCTED BY THE BUREAU OF EDUCATIONAL RESEARCH OF THE OHIO STATE UNIVERSITY,[47] IT WAS POSSIBLE TO DETERMINE THE 20 MOST "INNOVATIVE" AND 20 "LEAST INNOVATIVE" SCHOOL DISTRICTS.[48] TO DETERMINE THE ORGANIZATIONAL CLIMATE IN THE

---

[47] CATALOG OF EDUCATIONAL CHANGES IN OHIO PUBLIC SCHOOLS, COLUMBUS, OHIO: THE OHIO STATE UNIVERSITY, COLLEGE OF EDUCATION, 1966.

[48] FOR THE PURPOSES OF THIS RESEARCH THE TERM "INNOVATIVE" WAS USED IN ITS BROADEST SENSE; I.E., TO MEAN NOT ONLY INVENTION, BUT ALSO ADAPTATION AND ADOPTION OF IDEAS OR PRACTICES INITIALLY DEVELOPED ELSEWHERE.

CENTRAL ADMINISTRATIVE OFFICES OF THESE DISTRICTS, HALPIN AND CROFT'S ORGANIZATIONAL CLIMATE DESCRIPTIVE QUESTIONNAIRE (OCDQ) WAS USED, IN A SLIGHTLY ADAPTED FORM. IT WAS GENERALLY HYPOTHESIZED THAT INNOVATIVE SCHOOL DISTRICTS WOULD EVIDENCE A MORE "OPEN" ORGANIZATIONAL CLIMATE THAN NON-INNOVATIVE DISTRICTS.

THE GENERAL OBJECTIVE OF THE RESEARCH WAS TO EXAMINE CENTRAL OFFICE ADMINISTRATIVE PERFORMANCE TEAM BEHAVIOR IN HIGHLY INNOVATIVE AND NON-INNOVATIVE SCHOOL DISTRICTS IN THE STATE OF OHIO. THE OBJECTIVE MAY BE STATED MORE PRECISELY AS CONSISTING OF:

1. A DESCRIPTION OF THE "ORGANIZATIONAL CLIMATE" IN EACH DISTRICT. ORGANIZATIONAL CLIMATE MAY BE SAID TO BE THE "PERSONALITY" OF THE DISTRICT. ORGANIZATIONAL CLIMATE IS COMPOSED OF TWO DIMENSIONS: SUPERINTENDENT'S BEHAVIOR AND GROUP BEHAVIOR. EACH DIMENSION HAS FOUR ELEMENTS. CLIMATE MAY BE DESCRIBED AS ON A CONTINUUM FROM "OPEN" TO "CLOSED."

2. A DESCRIPTION OF THE TWO DIMENSIONS AND EIGHT ELEMENTS OF ORGANIZATIONAL CLIMATE IN EACH DISTRICT.

3. AN EXPLORATION OF THE SIGNIFICANCE, IF ANY, OF THE ORGANIZATIONAL CLIMATE AND THE COMPONENTS OF ORGANIZATIONAL CLIMATE, IN THE INNOVATIVE PROCESS.

FROM THE STUDY BY THE BUREAU OF EDUCATIONAL RESEARCH AND SERVICES OF THE OHIO STATE UNIVERSITY IN WHICH OVER 300 DISTRICTS REPORTED THE EXTENT OF INNOVATIONS TO BE FOUND IN THE RESPECTIVE DISTRICTS, THERE WERE DETERMINED THE 20 "TOP" DISTRICTS AND 20 "BOTTOM" DISTRICTS IN TERMS OF THE NUMBER OF DIFFERENT INNOVATIVE PRACTICES ON-GOING IN THE DISTRICTS AT THAT TIME. THOSE 20 DISTRICTS WITH THE MOST INNOVATIVE

PRACTICES WERE LABELED "HIGHLY INNOVATIVE"; THOSE 20 WHICH WERE ADJUDGED TO HAVE FEW OR NO INNOVATIVE PRACTICES WERE LABELED "NON-INNOVATIVE."

BECAUSE THE STUDY WAS TO EXAMINE THE BEHAVIOR AND INTERACTION OF THE CENTRAL OFFICE ADMINISTRATIVE PERFORMANCE TEAM, IT WAS DECIDED TO INCLUDE ONLY THOSE DISTRICTS WITH FIVE OR MORE INDIVIDUALS WHO WERE ASSIGNED PRIMARILY A CENTRAL OFFICE POSITION SINCE THIS WOULD PROVIDE FOR A MORE COMPLEX INTERACTION SITUATION. TOO, ONLY THOSE DISTRICTS WERE INCLUDED WHICH HAD RETAINED THE SAME SUPERINTENDENT FROM THE TIME OF THE ORIGINAL BUREAU STUDY THROUGH THE TIME OF THE CURRENT STUDY. ULTIMATELY, 11 "HIGHLY INNOVATIVE" AND 13 "NON-INNOVATIVE" DISTRICTS PARTICIPATED IN THE STUDY.

TO THE CENTRAL OFFICE ADMINISTRATIVE PERFORMANCE TEAM MEMBERS OF EACH OF THESE 24 SCHOOL DISTRICTS WAS ADMINISTERED THE O.C.D.Q. THE INSTRUMENT WAS ADMINISTERED TO THE CENTRAL OFFICE ADMINISTRATIVE PERFORMANCE TEAM MEMBERS IN EACH DISTRICT AT ONE SITTING.

THE DATA RELATIVE TO THE HYPOTHESES WERE TREATED IN TWO DIFFERENT WAYS. SINCE THE FIRST HYPOTHESIS DEALT WITH CLIMATE IN A MANNER WHICH COULD BE CALLED GLOBAL AND DID NOT PREDICT A SIGNIFICANT DIFFERENCE, THE DATA WERE HANDLED MATHEMATICALLY RATHER THAN STATISTICALLY. THE FIRST HYPOTHESIS WAS TESTED THROUGH THE USE OF SIMILARITY SCORES.

THE OTHER HYPOTHESES PREDICTED RESULTS IN THE INDIVIDUAL SUB-TESTS (DIMENSIONS) OF ORGANIZATIONAL CLIMATE.

THE ORGANIZATIONAL CLIMATES OF THE INNOVATIVE AND NON-INNOVATIVE DISTRICTS IN THE STUDY WERE COMPARED TO THE OPEN AND CLOSED CLIMATE PROFILES DEVELOPED BY HALPIN AND CROFT. A SIMILARITY SCORE WAS OBTAINED

BY COMPUTING THE ABSOLUTE DIFFERENCE BETWEEN EACH SUBTEST SCORE IN A DISTRICT'S PROFILE TO THE CORRESPONDING SUBTEST SCORE IN EACH OF HALPIN AND CROFT'S OPEN AND CLOSED CLIMATE PROFILE SCORES. THE ABSOLUTE DIFFERENCES BETWEEN THE PROFILE SCORES FOR EACH DISTRICT AND THE HALPIN AND CROFT PROTOTYPIC PROFILE SCORES WERE SUMMED.

THE LOWER THE SUM THAT OCCURRED, THE MORE SIMILAR THE TWO PROFILES. THUS, A DISTRICT TENDED TO BE "MORE OPEN" IF A LOWER SIMILARITY SCORE WAS OBTAINED BY COMPARING IT TO THE OPEN PROFILE AND VICE VERSA.

THE SECOND, THIRD, AND FOURTH HYPOTHESES WERE TESTED STATISTICALLY THROUGH THE USE OF A T-TEST OF THE MEANS. A PARAMETRIC DISTRIBUTION OF THE SAMPLE WAS ASSUMED.

SIGNIFICANCE WAS CHECKED AT THE .01, .05, AND .10 LEVELS. SINCE THE RESEARCH WAS EXPLORATORY, IT WAS DEEMED ADVISABLE TO INCLUDE THE LESS RIGID .10 LEVEL. AT LEAST, AN ITEM WHICH IS SIGNIFICANT AT THE 10 PERCENT LEVEL IS SUGGESTIVE.

RESULTS

THE FIRST HYPOTHESIS PREDICTED THAT INNOVATIVE SCHOOL DISTRICTS WOULD EVIDENCE A MORE OPEN CLIMATE THAN NON-INNOVATIVE SCHOOL DISTRICTS. IN ORDER TO TEST THIS HYPOTHESIS, THE STANDARDIZED MEAN SCORE OF THE INNOVATIVE DISTRICTS AND THE NON-INNOVATIVE DISTRICTS ON EACH OF THE SUBTESTS WAS COMPARED TO THE PROTOTYPIC SCORES FOR OPEN AND CLOSED CLIMATES AS DEVELOPED BY HALPIN AND CROFT. A SIMILARITY SCORE WAS THUS OBTAINED.

IT WAS FOUND THAT INNOVATIVE DISTRICTS WERE MORE SIMILAR TO THE OPEN CLIMATE THAN THE CLOSED; NON-INNOVATIVE DISTRICTS WERE MORE SIMILAR TO THE CLOSED CLIMATE. THE HYPOTHESIS, THUS, HELD. (INNOVATIVE DISTRICTS DID EVIDENCE A CLIMATE WHICH COULD BE DESCRIBED AS MORE OPEN THAT DID NON-INNOVATIVE DISTRICTS.)

IN THE SECOND HYPOTHESIS, SIGNIFICANT DIFFERENCES WERE PREDICTED BETWEEN INNOVATIVE AND NON-INNOVATIVE DISTRICTS IN THE ELEMENTS OF GROUP BEHAVIOR LABELED "DISENGAGEMENT," "HINDRANCE," AND "ESPRIT." IT WAS PREDICTED THAT INNOVATIVE DISTRICTS WOULD EXHIBIT SIGNIFICANTLY LESS "DISENGAGEMENT," LOWER "HINDRANCE," AND A SIGNIFICANTLY HIGHER "ESPRIT" THAN THEIR NON-INNOVATIVE COUNTERPARTS.

TWO OF THESE COROLLARIES HELD. INNOVATIVE DISTRICTS WERE FOUND TO BE SIGNIFICANTLY LESS "DISENGAGED." THIS COROLLARY HELD AT THE .05 LEVEL OF SIGNIFICANCE. INNOVATIVE SCHOOL DISTRICTS WERE ALSO FOUND TO EVIDENCE A SIGNIFICANTLY HIGHER "ESPRIT" THAN NON-INNOVATIVE SCHOOL DISTRICTS. THIS COROLLARY HELD AT THE .01 LEVEL OF SIGNIFICANCE. NO SIGNIFICANT DIFFERENCE WAS OBTAINED IN THE ELEMENT "HINDRANCE." THERE WAS NO SIGNIFICANT DIFFERENCE ON THE ELEMENT, "INTIMACY."

THE FINAL HYPOTHESIS RELATED TO THE DIMENSION OF SUPERINTENDENT'S LEADER BEHAVIOR. SIGNIFICANT DIFFERENCES WERE PREDICTED IN ALL FOUR ELEMENTS OF THIS DIMENSION. SUPERINTENDENTS IN INNOVATIVE DISTRICTS WERE PREDICTED TO EVIDENCE SIGNIFICANTLY LOWER "ALOOFNESS," LOWER "PRODUCTION EMPHASIS," HIGHER "THRUST," AND HIGHER "CONSIDERATION" THAN SUPERINTENDENTS IN NON-INNOVATIVE DISTRICTS.

COMPARISON OF THE MEAN SCORES FOR THE INNOVATIVE GROUP OF DISTRICTS
TO THE MEAN SCORES OF THE NON-INNOVATIVE GROUP
ON EACH SUBTEST OF THE OCDQ

	Innovative Districts'		Non-Innovative Districts'		
	MEAN	S.D.	MEAN	S.D.	t
Disengagement	1.396	.0949	1.560	.1955	2.423[a]
Hindrance	1.806	.2785	1.686	.2109	1.148
Esprit	3.549	.1567	3.261	.2082	3.617[b]
Intimacy	2.478	.2299	2.367	.1695	1.297
Aloofness	2.190	.1689	2.181	.2537	.095
Production Emphasis	2.356	.2665	2.242	.2768	.981
Thrust	3.360	.1920	3.203	.2991	1.435[c]
Consideration	2.783	.3098	2.760	.3192	.173

[a]Significant at .05 level.
[b]Significant at .01 level.
[c]Significant at .10 level.

CONCLUSIONS, IMPLICATIONS, AND SPECULATIONS

INNOVATIVE DISTRICTS AS A GROUP THUS DID TEND TO EXHIBIT A MORE "OPEN" ORGANIZATIONAL CLIMATE; NON-INNOVATIVE DISTRICTS EXHIBITED A MORE "CLOSED" CLIMATE, AS MEASURED BY THE OCDQ. IT WAS CONCLUDED THEN, SINCE A CERTAIN ORGANIZATIONAL FEATURE ("OPEN CLIMATE") APPEARED MORE OFTEN IN SCHOOL DISTRICTS IDENTIFIED AS INNOVATIVE AND LESS OFTEN IN DISTRICTS IDENTIFIED AS NON-INNOVATIVE, THAT ANOTHER DIMENSION TO THE PROCESS OF INNOVATION IN SCHOOL DISTRICTS EXISTS. I LABELED THIS DIMENSION "CENTRAL OFFICE ORGANIZATIONAL CLIMATE."

FURTHER, THREE OF THE SPECIFIC ELEMENTS TAPPED BY THE SUBTESTS OF THE OCDQ REVEALED A STATISTICALLY SIGNIFICANT RELATIONSHIP TO INNOVATIVENESS.

THE LEADER (IN THIS CASE, SUPERINTENDENT) BEHAVIOR ELEMENT "THRUST" WAS SIGNIFICANTLY GREATER IN INNOVATIVE DISTRICTS. "THRUST" HAS BEEN OPERATIONALLY DEFINED AS THOSE FEATURES OF AN INDIVIDUAL WHICH DESCRIBE HIM AS BEING "HIGHLY MOTIVATED AND HARDWORKING." THIS PERSON MIGHT BE SAID TO BE OF THE KIND WHO LEADS MORE BY THE EXAMPLE HE SETS RATHER THAN BY THE ORDERS HE MAY GIVE. ALTHOUGH HIGHLY "TASK ORIENTED," APPARENTLY LITTLE RESENTMENT IS FELT BY HIS CENTRAL OFFICE COLLEAGUES. HE, THUS, APPEARS TO BE WHAT HALPIN AND CROFT CALL "GENUINE." HE IS WHAT HE IS, AND HE IS RESPECTED FOR IT.

TWO GROUP BEHAVIOR ELEMENTS WERE STATISTICALLY SIGNIFICANT. THE CENTRAL OFFICE ADMINISTRATION STAFF IN INNOVATIVE DISTRICTS WERE REVEALED TO BE LESS "DISENGAGED" (I.E. THEY FELT PRIDE IN ACHIEVEMENT, WERE PERSONALLY ENTHUSED, AND INVOLVED IN THEIR WORK); THEY EXHIBITED MORE "ESPRIT," (I.E. THEY HAD GOOD MORALE AND A HIGH SENSE OF ACCOMPLISHMENT).

THIS STUDY DID IDENTIFY, THEN, WHAT APPEARED TO BE ADDITIONAL IMPINGING FACTORS IN THE INNOVATIVE PROCESS; HOWEVER, THE POSSIBLE INTER-RELATIONSHIPS OF FACTORS THAT MAY BE POSITIVELY OR NEGATIVELY RELATED TO INNOVATION WERE NOT SHOWN BY THE RESEARCH. WHETHER SOME FACTORS ARE MORE EFFICACIOUS, AND BY THEIR NATURE MORE ABLE TO MODIFY NEGATIVE INFLUENCES TO CHANGE, CANNOT AT THIS TIME BE SHOWN. PERHAPS THERE IS A HIERARCHY OF FACTORS; SOME QUITE CRUCIAL TO CHANGE, OTHERS HELPFUL BUT NOT NEARLY SO INFLUENTIAL IN PROVIDING A RECEPTIVE ATMOSPHERE.

THIS STUDY INDICATED, FOR EXAMPLE, THAT WEALTH IS NOT NEARLY AS POWERFUL A PREDICTOR OF INNOVATIVENESS AS MAY HAVE BEEN FORMERLY THOUGHT. THUS, THIS FACTOR MAY HAVE HERETOFORE HAD ITS RELATIVE IMPORTANCE OVERRATED. WHERE DOES IT STAND, HOWEVER, IN JUXTAPOSITION WITH OTHER FACTORS THAT RESEARCH CONTINUES TO UNCOVER WHICH ALSO SEEM RELATED TO INNOVATIVENESS?

IMPLICATIONS

SEVERAL IMPLICATIONS ARE APPARENT FROM THE RESEARCH RELATIVE TO CENTRAL OFFICE ORGANIZATIONAL CLIMATE AND ITS RELATIONSHIP TO INNOVATION. IT IS INTERESTING TO SPECULATE ABOUT THE IMPLICATIONS.

THE CONCEPT OF OPENNESS VERSUS CLOSEDNESS IN ORGANIZATIONAL CLIMATE IS DIRECTLY RELATED TO SIMILAR CONCEPTS ABOUT THE OPENNESS OR CLOSEDNESS OF AN INDIVIDUAL'S PERSONALITY. BOTH TYPES OF CLIMATES ARE ILLUSTRATIVE OF CERTAIN BEHAVIOR PATTERNS WITHIN THE ORGANIZATION. THIS WOULD SUGGEST THAT THERE MAY BE SOME RELATIONSHIP BETWEEN THE

OPENNESS OF INDIVIDUALS WHO ARE MEMBERS OF AN ADMINISTRATIVE PERFORMANCE TEAM AND INNOVATION.

THIS WOULD SEEM TO INDICATE THAT OPENNESS AND CLOSEDNESS OF INDIVIDUALS WITHIN A CENTRAL OFFICE SCHOOL DISTRICT AND THE POSSIBLE RELATIONSHIP TO INNOVATIVENESS IN A DISTRICT WOULD BE AN INTERESTING AND POSSIBLY FRUITFUL RESEARCH ADVENTURE.

IT MAY BE THAT ONLY CERTAIN INDIVIDUALS WITHIN A STAFF ARE CRITICAL TO A CHANGE-RECEPTIVE CLIMATE. ATTENTION MAY NEED TO BE GIVEN TO THE PARTICULAR ROLE DIMENSION A STAFF MEMBER HAS. PERHAPS, FOR EXAMPLE, IT IS NOT SO IMPORTANT FOR THE BUSINESS MANAGER TO BE RECEPTIVE TO CHANGE AS LONG AS THE SUPERINTENDENT OR CERTAIN KEY CURRICULUM WORKERS ARE, OR PERHAPS THE INFLUENCE OF A PARTICULAR STAFF MEMBER OR MEMBERS DEPENDS ON THE NATURE OF THE CHANGE ITSELF.

SHOULD RESEARCH SHOW THAT INDIVIDUAL OPENNESS OF CERTAIN PERSONNEL CAN BE SUGGESTED AS A KEY VARIABLE, THIS HAS GREAT IMPLICATION TO THE SCREENING PROCEDURES OF INDIVIDUALS ENTERING PROGRAMS OF PREPARATION FOR LEADERSHIP POSITIONS IN EDUCATION. IF OPEN INDIVIDUALS CAUSE AN OPEN CLIMATE AND IF AN OPEN CLIMATE IS CRITICAL TO CHANGE, THEN IT WOULD SEEM SOME MEASURE OF OPENNESS OUGHT TO BECOME A PART OF THE SCREENING PROCESS OF FUTURE ADMINISTRATORS.

IT IS POSSIBLE TO SPECULATE, TOO, THAT THE NATURE OF THE INNOVATION ITSELF MAY MAKE SOME DIFFERENCE IN ITS ACCEPTANCE. SOME TYPES OF SCHOOL DISTRICTS MAY READILY ADOPT CERTAIN INNOVATIONS AND YET BE RELUCTANT TO ADOPT OTHERS. WOULD RESEARCHERS BE LIKELY TO FIND DISTRICTS HIGHLY INNOVATIVE, FOR EXAMPLE, IN THEIR BUSINESS AND FINANCE DEPARTMENTS AND LESS SO IN THE AREA OF CURRICULUM IF THE BUSINESS DIRECTOR WAS OPEN AND THE CURRICULUM DIRECTOR NOT? COULD SUCH WIDE

DIVERSITY OF PERSONALITY EXIST SIDE BY SIDE IN AN EFFECTIVE ORGANIZATIONS? OR, IS THE WAY THE ADMINISTRATOR ACTS AND RE-ACTS CRITICAL TO CERTAIN KINDS OF INNOVATION? FUTURE RESEARCHERS MAY WISH TO TURN SOME ATTENTION TO THIS. TOO, LIKE MAY ATTRACT LIKE. IT IS NOT IMPROBABLE THAT ORGANIZATIONS ATTRACT AND RETAIN THOSE INDIVIDUALS WHO ARE MOST CONGRUENT WITH THE EXISTING CLIMATE. HERE THE REFERENCE IS NOT SOLELY TO THOSE PEOPLE IN CENTRAL OFFICE LEADERSHIP POSITIONS BUT ALSO TO INSTRUCTIONAL AND ADMINISTRATIVE PERSONNEL AT THE INDIVIDUAL BUILDING LEVEL. THE RESEARCH REPORTED SUGGESTS THAT CENTRAL OFFICE CLIMATE IS PERVASIVE, SYSTEMWIDE.

HOW LONG, FOR EXAMPLE, WOULD A SELF-RESPECTING ELEMENTARY PRINCIPAL INTERESTED IN THE NEW AND UNTRIED REMAIN IN A DISTRICT IN WHICH THE CENTEAL OFFICE INHIBITED HIS OR HIS FACULTY'S ATTEMPTS TO ADAPT NEW IDEAS TO THE LOCAL SCENE? FOR THAT MATTER, HOW MUCH CHANCE WOULD SUCH AN INDIVIDUAL HAVE OF OBTAINING A BUILDING LEADERSHIP POSITION IN A DISTRICT COMMITTED TO THE "TRIED AND TRUE?" HOW LONG WOULD A MEMBER OF THE FACULTY SIMILARLY INCLINED TO INNOVATIVE PRACTICES REMAIN IN SUCH A SYSTEM? THESE PEOPLE WOULD MOVE ON, OR WOULD NOT COME IN THE FIRST PLACE.

THERE IS ANOTHER INTERESTING ASPECT TO THE MATTER OF CENTRAL OFFICE ORGANIZATIONAL CLIMATE AND ITS EFFECT UPON THE ADAPTIVENESS OF THE DISTRICT. IN THE INSTANCE OF A "CLEAN SWEEP" IN THE CENTRAL OFFICE, HOW LONG DOES IT TAKE FOR THIS TOBE REFLECTED THROUGHOUT A DISTRICT? AT ONCE, INSTEAD OF CONGRUENCY WITHIN THE DISTRICT, WE MAY HAVE A DIVERGENCY. THE EFFECTS OF SUCH A DRAMATIC CHANGE IN THE LEADERSHIP ASPECT OF THE ORGANIZATION WOULD UNDOUBTEDLY BE PRODUCTIVE OF CONSIDERABLE CONFLICT AND A PERIOD OF INSTABILITY AND UNREST.

THE SPECULATIONS AND IMPLICATIONS COULD CONTINUE. TO THOSE WHO WOULD SEEK BETTER AVENUES FOR THE DISSEMINATION OF NEW IDEAS AND A BETTER MANNER IN WHICH TO PROVIDE FOR PLANNED CHANGE, IT WOULD SEEM NECESSARY TO DIRECT CONSIDERABLE ATTENTION TO THE MAKE-UP OF ADMINISTRATIVE PERFORMANCE TEAMS AND TO THE ORGANIZATIONAL CLIMATE IN EVIDENCE.[49]

WHILE MY RESEARCH DID NOT FOCUS UPON THE ELEMENTARY PRINCIPALSHIP SPECIFICALLY, THE IMPLICATIONS OF THIS RESEARCH DO SEEM TO INCLUDE THE BUILDING PRINCIPAL. AN OPEN ORGANIZATIONAL CLIMATE DOES SEEM TO BE RELATED TO INNOVATIVENESS. THE EARLIER PART OF THIS ADDRESS THIS AFTERNOON DISCUSSED THE ADMINISTRATOR'S ROLE IN DETERMINING THE CLIMATE OF A SCHOOL. THUS, IT WOULD NOT SEEM UNTOWARD TO SUGGEST THAT INNOVATIVENESS OR LACK OF IT IN A PARTICULAR SCHOOL MAY WELL BE AT LEAST PARTLY THE RESULT OF THE KIND OF ORGANIZATIONAL CLIMATE WHICH THAT SCHOOL HAS.

FOR THOSE OF YOU WHO ARE INTERESTED I HAVE BROUGHT WITH ME SOME REPRINTS OF A STUDY OF STUDIES WHICH ONE OF MY STUDENTS CONDUCTED RECENTLY.[50] MRS. DOTSON ABSTRACTED 15 RECENT ORGANIZATIONAL CLIMATE STUDIES WHICH FOCUSED ON THE SCHOOL PRINCIPAL AND SHOWS SOME INTERESTING CONCLUSIONS AND IMPLICATIONS, NOT DISSIMILAR FROM THE ONES WHICH I HAVE DRAWN. THEY ARE AVAILABLE ON A FIRST COME, FIRST SERVED, BASIS.

---

[49] LARRY W. HUGHES, "ORGANIZATIONAL CLIMATE"--ANOTHER DIMENSION TO THE PROCESS OF INNOVATION?", EDUCATIONAL ADMINISTRATION QUARTERLY, FALL, 1968, PP. 16-28.

[50] GLADYS DOTSON, "ORGANIZATIONAL CLIMATE AND THE PRINCIPAL: A STUDY OF STUDIES," UNIVERSITY OF TENNESSEE, DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND SUPERVISION, NOVEMBER, 1970. (MIMEO)

NOW, LET ME SET ASIDE THE MANTLE OF THE RESEARCH REPORTER AND SHARE WITH YOU IN CONCLUSION SOME NOTIONS I HAVE ABOUT ONE OF THE NEW ROLES WHICH THE ELEMENTARY PRINCIPAL OF THE 70'S IS GOING TO HAVE TO ASSUME. IT'S RELATED DIRECTLY TO THIS ENTIRE MATTER OF ORGANIZATIONAL CLIMATE BUT DOES NOT ISSUE DIRECTLY FROM A RESEARCH STUDY. IT'S SPECULATION -- PURE AND SIMPLE -- BUT I THINK IT STANDS THE TEST OF AT LEAST SOME EMPIRICAL EVIDENCE.

ONE NEW ROLE OF THE PRINCIPAL MUST BE THAT OF "REORGANIZER OF THE SCHOOL ENVIRONMENT," -- THAT OF A WEATHERMAN OR A CREATER OF CLIMATE -- A FACILITATOR. WHAT I AM TALKING ABOUT IS A PERSON WHO CAN TAKE THE MATERIEL AND THE PERSONNEL (AND THAT INCLUDES THE KIDS) AND PUT THEM INTO A NEW KIND OF RELATIONSHIP WHICH WILL PROVIDE MAXIMUM GROWTH OF CHILDREN. I'M TALKING ABOUT THE ROLE OF THE ELEMENTARY PRINCIPAL IN PROVIDING FOR THE <u>HUMANE</u> SCHOOL. THE SCHOOL FOR HUMAN BEINGS, ORGANIZED WITH SOME UNDERSTANDING ABOUT THE WAY HUMAN BEINGS LEARN, GROW, AND DEVELOP. A RELAXED SCHOOL THAT PAYS SOME ATTENTION TO THE PHYSICAL, SOCIAL, PSYCHOLOGICAL AS WELL AS THE INTELLECTUAL NEEDS OF PEOPLE.

DOES ANYONE REALLY BELIEVE THAT SCHOOLS ARE ORGANIZED FOR CHILDREN? WE OFFEND AGAINST ALMOST EVERYTHING WE KNOW ABOUT CHILDREN WHEN WE ORGANIZE SCHOOLS THE WAY WE TYPICALLY DO. THE CLOSEST ANALOGY TO A SCHOOL WHICH I CAN THINK OF IS A PENAL INSTITUTION. INHUMANE---WHY MANY SCHOOLS ARE ORGANIZED SO TIGHTLY THAT EVERYBODY HAS TO GO TO THE LAVATORY AT THE SAME TIME---BY THE NUMBER AND IN THE STRAIGHT LINE--- AND, I PRESUME, ON CUE.

WHERE IS THE MUSIC, THE ART, THE BRIGHT COLORS, THE RELAXED ATMOSPHERE, THAT OUGHT TO ACCOMPANY JOYFUL EXPERIENCES---AND LEARNING SHOULD INDEED BE A JOYFUL EXPERIENCE--FRAUGHT WITH DISCOVERY AND CHALLENGES MET--WHERE ARE THESE THINGS IN YOUR SCHOOL? IS MUSIC CONFINED TO THE MUSIC ROOM? ART TO THE ART ROOM? ART TEACHER LAUGHS CONFINED TO THE TEACHER'S LOUNGE? ARE BRIGHT COLORS TO BE FOUND ONLY ON THE SCOTT FORESMAN CALENDAR IN SHART CONTRAST TO THE INSTITUTIONAL GREEN OF THE WALLS?

THE ELEMENTARY SCHOOL IS OFTEN AN "UP TIGHT" PLACE. THE PRIMARY ROLE OF THE PRINCIPAL IN THE SCHOOL OUGHT TO BE TO UNDERSTAND THE NATURE OF FREEDOM AND SET THE TONE FOR THIS IN THE SCHOOL. SUCH A ROLE CALLS FOR GREAT FLEXIBILITY---AND GREAT CONFIDENCE IN THE ABILITIES OF OTHERS.

ADD IT IS NOT A QUESTION OF NOT ACCEPTING THIS NEW ROLE---IT IS BEING THRUST ON THE PRINCIPAL.

FOUR FORCES ARE AT WORK WHICH DEMAND THAT THE SCHOOL CLIMATE BECOME DIFFERENT.

1) CHANGING NATURE OF STUDENTS. THEY ARE MORE AWARE, MORE QUESTIONING, MORE INSISTENT THAT THEY BE A <u>PART</u> OF THE ACTION RATHER THAN BE ACTED UPON.

2) INCREASED COMPETENCE, POWER, AND MILITANCE OF TEACHERS. TEACHERS ARE MORE CONSCIOUS OF THEIR COMPETENCE, LESS DRONE-LIKE, MORE QUESTIONING AND THEY TOO INSIST ON BEING PART OF THE ACTION.

3) THE IMPACT OF TECHNOLOGY WHICH HAS FREED TEACHERS AND ADMINISTRATORS FROM MANY OF THE MUNDANE TASKS AND ROUTINE WORK AND MADE POSSIBLE MORE INDIVIDUALIZATION OF INSTRUCTION.

4) SOCIAL CHANGE, URBANIZATION, AND AN INCREASING SOCIO-ECONOMIC POLARIZATION WHICH REQUIRE NEW WAYS OF ORGANIZING WITHIN THE SCHOOL: A NEW EMPHASIS ON THE ARTS AND HUMANITIES TO PLACE THEM IN BALANCE WITH SCIENCE AND MATH. IT REQUIRES NEW WAYS OF BEHAVING, NEW REWARD SYSTEMS CONSISTENT WITH THE EVIDENT CULTURAL PLURALISM IN OUR SOCIETY.

THESE FOUR FORCES IN SUM SIMPLY TELL THE PRINCIPAL THAT THE MILITARY-PENAL MODEL OF SCHOOL ORGANIZATION WITH ALL POWER AND AUTHORITY ISSUING FROM THE TOP DOWN CANNOT CONTINUE. THUS, THE PRINCIPAL WHO DOES NOT INVOLVE HIS STAFF AND STUDENTS IN PARTICIPATORY DECISION-MAKING, IN GROUP GOAL SETTING, AND WHO DOES NOT RECOGNIZE THE NEED FOR AN OPEN FREE CLIMATE WILL NOT BE TOLERATED FOR LONG--HIS CLIENTS, CO-WORKERS AND CONSTITUENTS WON'T PERMIT IT.

THE PRINCIPAL THEN CAN BE SEEN AS BECOMING AN EXPERT IN HOW TO CHANGE THE ENVIRONMENT FOR ACCOMPLISHING THE SCHOOL'S GOALS--RATHER THAN SOLELY A MANAGER OR INSTRUCTIONAL EXPERT.

LET ME CONCLUDE THIS ADDRESS WITH SOME REMARKS FROM KENNETH MCINTYRE OF THE UNIVERSITY OF TEXAS[51] WHO SPEAKS MOST ELOQUENTLY ABOUT THE NEW PRINCIPAL. ONE OF THE QUALITIES MOST NEEDED BY THE PRINCIPAL, HE STATES, IS THAT OF MORALITY. I QUOTE FROM HIM AS FOLLOWS:

"WHEN I SPEAK OF MORALITY AMONG SCHOOL PRINCIPALS, I AM NOT SUGGESTING THAT THEY ARE TYPICALLY SUBJECT TO UNBRIDLED INDULGENCE

---

[51] K.E. MCINTYRE (ED.) THE PRINCIPALSHIP IN THE 1970'S, AUSTIN: UNIVERSITY OF TEXAS, BUREAU OF LABORATORY SCHOOLS, 1971, PP. 87-88.

IN CARNAL PASSIONS. IN FACT, I CAN'T CONCEIVE OF A LESS LICENTIOUS GROUP, OUTSIDE OF A CONVALESCENT HOME FOR RETIRED FUNDAMENTALIST MINISTERS. MY CONCERN IS WITH THE BROAD ISSUES OF RIGHTNESS AND WRONGNESS, WITH SENSITIVITY TO HUMAN NEED AND FEELING, WITH COMPASSION FOR THE WEAK AND HELPLESS, WITH ABILITY TO LOVE THE UNLOVELY, WITH PASSION FOR FREEDOM WITH RESPONSIBILITY.

"A MORAL SCHOOL PRINCIPAL, AS I AM USING THE TERM MORAL, IS ONE WHO TAKES SERIOUSLY THE SCHOOL'S ACCOUNTABILITY FOR HELPING INDIVIDUAL HUMAN BEINGS TO REALIZE THEIR FULL POTENTIAL. HE IS ALMOST MILITANT IN HIS DETERMINATION TO OVERCOME OBSTACLES TO A DECENT EDUCATIONAL PROGRAM. AS STATED BY GOLDHAMMER AND BECKER AFTER THEIR STUDY OF MORE THAN 300 PRINCIPALS REPRESENTING EVERY STATE IN THE NATION: 'IN SCHOOLS THAT WERE EXTREMELY GOOD WE INEVITABLY FOUND AN AGGRESSIVE, PROFESSIONALLY ALERT, DYNAMIC PRINCIPAL DETERMINED TO PROVIDE THE KIND OF EDUCATIONAL PROGRAMS HE DEEMED NECESSARY, NO MATTER WHAT.' HE IS A BELIEVER IN LAW AND ORDER, AND HE DEMONSTRATES HIS BELIEF BY OPERATING THE SCHOOL IN A LAWFUL AND ORDERLY MANNER--INCLUDING OBSERVANCE OF LAWS, COURT DECISIONS, AND ETHICAL PRINCIPLES PERTAINING TO RACE, RELIGION, AND FREEDOM OF EXPRESSION. HE IS MORE CONCERNED WITH THE DEPTH OF STUDENTS' UNDERSTANDING THAN THE LENGTH OF THEIR HAIR. HE IS OUTRAGED BY THE EROSION OF CITIZENS' CONSTITUTIONAL RIGHTS, AND HE SCRUPULOUSLY PROTECTS THE RIGHTS OF THE CITIZENS IN THE CLASSROOMS. HE IS, IN SHORT, A THOROUGHLY HUMAN BEING WHO IS DEDICATED TO THE PROPOSITION THAT THE SCHOOLS CAN BE SIGNIFICANT

INSTRUMENTALITIES IN THE FULFILLMENT OF THE AMERICAN DREAM--
A DEMOCRACY WITH LIBERTY AND JUSTICE FOR ALL.

"I HOPE THAT I AM NOT UNBEARABLY SENTIMENTALIZING THIS ASPECT OF THE PRINCIPAL'S PERSONAL MAKEUP, BUT I AM CONVINCED THAT WE HAVE NEGLECTED THE HUMAN, THE PHILOSOPHICAL, THE MORAL DIMENSIONS OF ADMINISTRATION IN THE PAST AND WE CANNOT AFFORD TO CONTINUE THIS NEGLECT. THE KINDS OF PROBLEMS PRESSING IN ON THE SCHOOLS, AND LIKELY TO INCREASE IN THE COMING YEARS, CRY OUT FOR EMPATHY, CONCERN, AND COMPASSION--NOT FOR THE DEHUMANIZATION THAT THREATENS TO OVER-WHELM US."

I THINK THOSE REMARKS DO IT.